A.S.S.U.R.E Model Instructional Plan

Ice Cream Doubles

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1st Grade

Math-Doubles

60 minutes

**A**nalyze Learners

1.) Number of Students: 16

2.)No. of Males/Females: 9 Females, 7 Males

3.) Age Range: 6-7

4.)Mental, Social, Physical, Social Notes such as:DisabilitiesLearning DifferencesCultural/Ethnic Notes: middle to upper socioeconomic level. One student has aspersers. Two students with unidentified learning disabilities.

5.) Current Knowledge, Prerequisites, and Notes about learner attitude. Learning StylesVisualAuditoryKinesthetic:

All students proficient in adding one digit numbers. Some negative attitudes towards mathematics. Mix of learning styles.

**S**tate Objectives

GLE 0206.1.1 Use mathematical language, symbols, and definitions while developing mathematical

reasoning.

GLE 0206.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in

order to solve problems, model mathematical ideas, and communicate solution strategies.

GLE 0206.2.4 Develop an initial understanding of multiplication.

**S**elect Media, Materials, and Methods

Teachertube video of the Doubles Rap, <http://www.teachertube.com/viewVideo.php?title=Doubles&video_id=201565>

Video Camera

Construction Paper cut outs of circles and triangles (brown triangles, multi color circles)

Black Markers

Computer with iMovie (or comparable) software

Glue sticks

**U**tilize Media, Materials, and Methods

-Students will learn the Doubles Rap by viewing the teachertube video and practicing.

-Students will receive a bag that contains two circles (pretend ice cream scoops), and a brown triangle (pretend cone). The circles will have identical numbers on each per bag. The students will make double scoop ice cream cones and write the answer on their cone.

- The students will participate in a class video of the doubles rap starring themselves and their ice cream pieces.

**R**equired Learner Participation

-Students will watch and listen to the Doubles Rap. Students will practice singing the doubles rap.

-Students will be given one baggy each, containing two ice cream scoops and a cone cut out. Ask the students if they have ever eaten a double scoop of ice cream. Students will be asked to look at one circle and think about doubling the number. Ask the students how we could use the other circle (with the same number) to double the number. Have students write the answer on their cones with black marker.

-Ask the students with numbers 6-10 to come to the front of the room. Chose two additional partners for each of those students. Ask that each group, hold up each ice cream piece as it correlates with the doubles rap. Ask the remaining students to sing the words to the rap. Demonstrate how this should work for your students.

-Have students practice a couple times. Then have the students without ice cream pieces come up and kneel in front of the students with pieces. Practice all together.

-Video record the students performing the rap. The teacher should edit the video and present to the class at a later time.

-Have each student glue their ice cream cones together. They should look like this:

**E**valuate & Revise

Students had fun with this lesson. They enjoyed the rap, and I believe working with double scoops of ice cream helped relate the concept of doubling back to the real world. Students worked together to get their answers and discuss what can be doubled and how it is the same as adding. Students used the words “two groups of \_\_(the number they had)” which introduced them to the concept of multiplication.

The students viewed the video the next day, and they were very proud of it. They would like to post it on teachertube so that their families can view it.